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ABSTRACT

This manual is for the use of elementary school teachers. It presents a systematic approach to teaching movement and ways of teaching physical education activities in the classroom rather than in a gymnasium or out-of-doors. Activity games that will help children develop flexibility, motor skills, and a sense of space and cooperation with others are described. A section is included that gives instructions on how to make simple equipment for classroom games. (JD)

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MOVEMENT ACTIVITIES FOR PLACES AND SPACES

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Editors

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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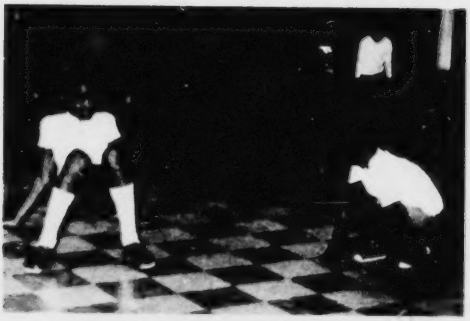


Foreword

This publication replaces *Classroom Activities,* a very popular booklet which served for nearly 20 years as a resource of quick and easy ideas for use by teachers in the confines of the classroom. It represents one of the efforts of the Elementary School Physical Education Council of the National Association for Sport and Physical Education, the latter being one of the seven associations of the American Alliance for Health, Physical Education and Recreation.

There is still a very definite need for a resource book of ideas to use in the classroom, in spaces smaller than the gymnasium or outdoor play space, but the Council believed that such a book should focus on active suggestions rather than sedentary games and be related to new developments in the field.

In recent years the physical education curriculum for children has changed dramatically toward a new look focusing on basic and varied movement experiences to provide a broad foundation of movement skills in children. This is coupled with a problem-solving approach to teaching. After several years of effort beginning in 1972, the 1976-77 Council presents to you this publication with ideas and resource information hoping to acquaint you with the new look in physical education.

Because of its long period of development, several persons have been involved but special credits go to Carolyn Rasmus, Brigham Young University, Provo Utah, and John Fowler, University of Colorado, Boulder, editors, who completed the task, as well as to selected persons who were instrumental in its production, including Jack Acree, Boise, Idaho; Bertel Budd, Cheyenne, Wyoming; and Donna Thompson, Cedar Falls, Iowa. Grateful acknowledgement is also accorded all those Council members who gave generously of their time in reviewing the various outlines and manuscripts.

Kate Barrett,
Chairperson,
ESPEC 1976-77

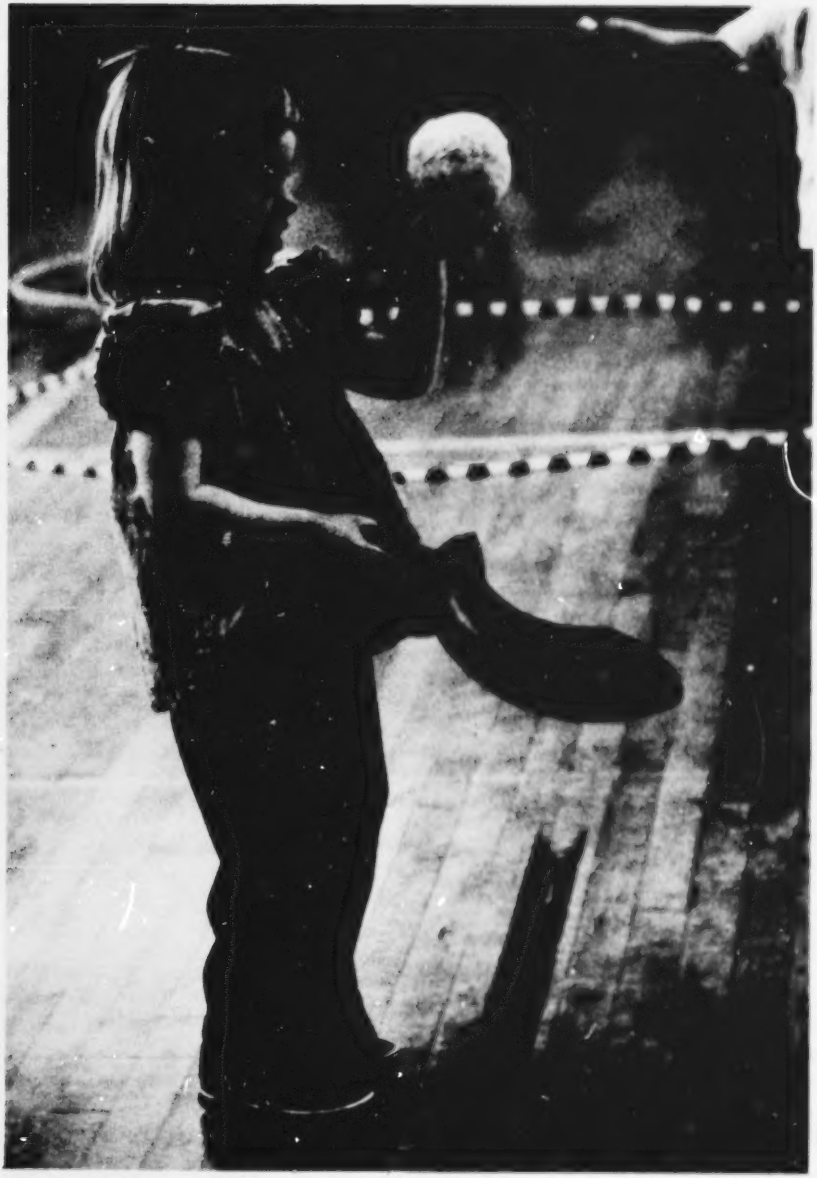
Margie R. Hanson,
Elementary Education Consultant,
AAHPER.

Preface

As a teacher, you are concerned about individual children. You seek to provide experiences which help children develop to their full potential. The purpose of this book is to help you by suggesting methods and activities in physical education which can contribute to each child's maximum development. The activities and suggested methodology have been designed to:

- encourage the development of motor skills
- create situations in which children can make choices in an atmosphere of freedom
- allow children to participate in enjoyable movement experiences which help to develop a desire for continued participation in physical education activities.

This guide can be used in many ways — by teachers who want a systematic approach to teaching movement or those who want to development a different teaching style and try more creative ways of teaching physical education activities. It can also be used as a resource of additional ideas to supplement existing programs. It is not intended to represent a complete elementary school physical education curriculum but it is a beginning. As a perceptive, creative teacher, you will use this guide as a catalyst for experiences in your unique setting and with your particular class.



Introduction to Movement Education

Some of the terminology used to describe physical education activities, such as space, levels, pathways, etc., may be unfamiliar to the reader. These terms reflect a different approach to physical education, described as "the new physical education" or "movement education." In the past, most physical education activities were classified as dance, games and/or gymnastics. In movement education there is a recognition of basic concepts and skills common to these three traditional areas. These basic movements are designed to provide a broader background of experiences on which more specialized skills can be built.

Movement education:

- de-emphasizes competition and traditional team sports, relays and elimination games
- stresses the recognition and awareness of individual differences and abilities
- utilizes problem solving as a method and encourages exploration and discovery
- provides meaningful learning experiences which are success oriented

Content of Movement Education

The ways in which the body can move and/or move objects are varied by using the following elements either singly or in combination.

Space — Included in the element of space is changing direction (forward, backward, sideways), levels (high, middle, low) and pathways (straight, curved, zigzag, etc.)

Time — The continuum of time ranges from still to fast, accelerating, decelerating, stopping, starting, and responding to an imposed rhythm.

Force — The continuum of force ranges from light to heavy.

Body Supports — The body can be supported on any single body part or a combination of parts (feet, hands, head, back, stomach, side, shoulders, knees, etc.)

Relationships — Relationships are formed with body parts (near to or far from) and with other people (close to or far away from).

Children can experience a variety of movements as they respond to problems focused on each of the above elements singly or in combination. These experiences are initially explored alone and later expanded to include work with a partner, a small group or with a piece of equipment. When equipment is introduced, the process is the same; children explore on their own and then participate with a partner or a small group.

Spaces For Teaching

A gymnasium, multi-purpose room or the out-of-doors are ideal for teaching movement education. However, for schools that lack these facilities, hallways, empty classrooms, study areas, foyers, open-space areas and even self-contained classrooms can be successfully used.

Classroom space can be expanded and used in teaching movement education by:

1. moving desks to perimeter of room and utilizing space in the center of room
2. moving desks to center of room and using space on the outside of the room
3. pushing adjacent rows of chairs together to make wide aisles which can accommodate balance beams, benches or mats

Equipment can be modified and used in limited space areas safey. See pages 25-29 for equipment items.

Class organization can be modified when using limited space areas. The following organizational patterns can be used:

1. **Station or circuit teaching** — Set up several activities or stations at various places in the classroom. The class is divided into small groups and the groups or individual children may rotate to various stations.
2. **Movement activity learning center** — write various challenges on index cards and place in a file box. Students can go to this area when other work is complete and select activities in which they want to participate.

3. **Activity with the entire class** — arrange room to provide largest space possible. If this space is limited, have half of the class watch while the other half participates. Change groups frequently.

Method of Movement Education

Traditionally, teachers of physical education have often relied upon a direct, command-like method of teaching. ("Class, line up, count off . . .") Advocates of movement education believe that children can also learn through exploration and discovery. Although it may be necessary sometimes for the teacher to be specific and direct, movement educators use problem solving to encourage children to make choices and respond according to their abilities and limitations.

The following is a format which can be used in the problem solving method:

Explore Children find as many ways as possible of responding to the stated problem.

Discover Children discover or are guided by the teacher's comments toward discovering the possibilities and limitations of the task within the framework of their own abilities.

Select From the many ideas developed, some are chosen for repetition and practice.

Further Challenges If children are limited in developing their ideas, the teacher can suggest additional movement possibilities by using the various elements listed on pages 4-21.

Repeat Children refine the movements developed. Quality of movement should be stressed.

Sequences Different movement ideas are joined together to produce sequences or combinations.

Application Games and activities can be introduced which use the skills developed in the lesson. Primary grade children will enjoy the basic movement activities without specific application. Older children might wish to incorporate the movements they have practiced in a game situation. Games can be invented by the children or with the teacher's help. Also, traditional games can be utilized which emphasize movement skills from the exploration and/or discovery phase of the problem-solving process.

Two sample lessons and units using this format appear on pages 4-21.

Teaching Units of Movement Activities

Unit i. Moving in Space

Note to teacher: Children should be encouraged to work in their own space without interfering with others. When moving, they should practice keeping away from others and learn to listen while moving.

A. MOVING ON FEET

Explore: Different ways to move on feet.

Discover: Many of the different possible ways of moving on the feet. (For development of this concept see Sample Lesson #1, page 20, "Select, Repeat, Further Challenges, Sequences.")

Applications

1. Children line up around four sides of space, then move across the space to a point on the other side.
Variations: Go straight across — walking, running.
Go across in a twisted pathway, in a zigzag pathway, avoiding collisions. Try different speeds and different ways to move on feet.

2. **Follow the Leader** — Children get in small groups of three to four. Leader moves in different ways on feet; rest of group imitates. Rotate leaders.

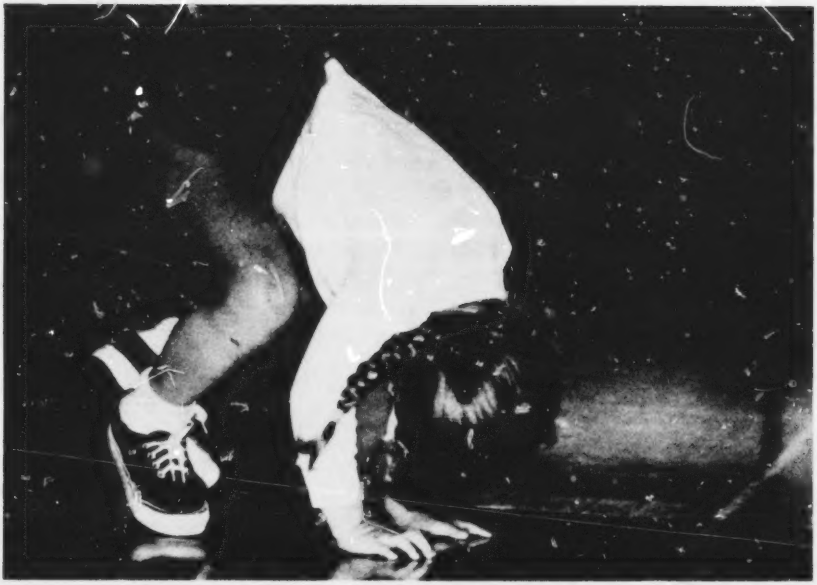
3. **Matching** — Children are side by side with a partner. One partner starts moving, the other person imitates. Encourage different speeds, directions and pathways.

4. **Skipping and Galloping** — These skills can be developed by (a) using an uneven beat with a drum and asking the children how the drum tells them to move, (b) having the children use combinations of stepping and hopping.

Chasing and Tag Games

5. **Dodge and Mark** — One partner chases the other and tries to stay as close as possible. If tag is made, the tagged player becomes "it." The teacher can also call out "change" for reversal of roles.

6. **Couple Tag** — Two players join hands and chase the rest. Players, when tagged, join and game continues until all players are in one long chain; as an



alternative, when two more are caught they break off and form an additional chain of chasers.

7. **Swim-Fish-Swim** — Players (fishes) line up along one side of the gym. The catcher (fisherman) tries to tag the fishes as they attempt to cross the gym on the command "swim-fish-swim!" Tagged players sit down on the spot where they were caught and try to catch other players as they cross the space.

8. **Chinese Wall** — Players line up along one side of the gym. Two parallel lines are drawn down the center of the gym about three to four feet apart. The catcher stands between the lines and tries to tag players as they try to cross the "wall." The catcher must stay on the wall and players can only be caught when they are on the wall. If caught, players stay on the wall and help to catch the rest.

9. **Bumper Cars** — Partners facing, place hands on each other's shoulders. One partner steers the other backwards. The object is to avoid bumping other "cars." Change direction or drivers frequently.

10. **"Tail" Tag** — Half the class is given a "tail" which is tucked in the back of the belt. Other class members try to steal the tails.

11. **"First Aid" Tag** — Several chasers can be used. Players become "it" when tagged but must run about holding the place where they were tagged.

12. **Dribble Tag** — Three or four players are "it." They chase the rest but must dribble a basketball. When tagged, a player becomes "it" and receives the ball and chases while dribbling.

13. **Shipwreck** — Players line up down the center of the gym and imagine they are on the deck of a ship. Various instructions are given:
"Line up in the Galley!" — Players line up down the center to start.
"Man the Lifeboats!" — players run to left wall.
"Man the Quarterdeck!" — players run to right wall.
"Hit the Deck!" — players lie face down on the floor.
"Man Overboard!" — players lie on back with arms and legs in the air.
"Freeze!" — can also be used at any stage.

14. **Fox and Geese** — The goose is made up of five or six players in file, each holding the waist of the person in front. The fox is a single player who tries to tag the last person on the "tail" of the goose. File leader can hold out arms and the file moves to protect last person. Rotate players.

15. **One Against Three** — Groups of four. Three players join hands and make a small circle. The fourth person tries to tag one of the three players by chasing around the outside of the circle. Rotate players.

B. JUMPING AND LANDING ACTIVITIES

Explore: Different ways to jump, the best way to land softly, jumping over, in and out of obstacles, circles, hoops, etc. Jumping down from different heights.

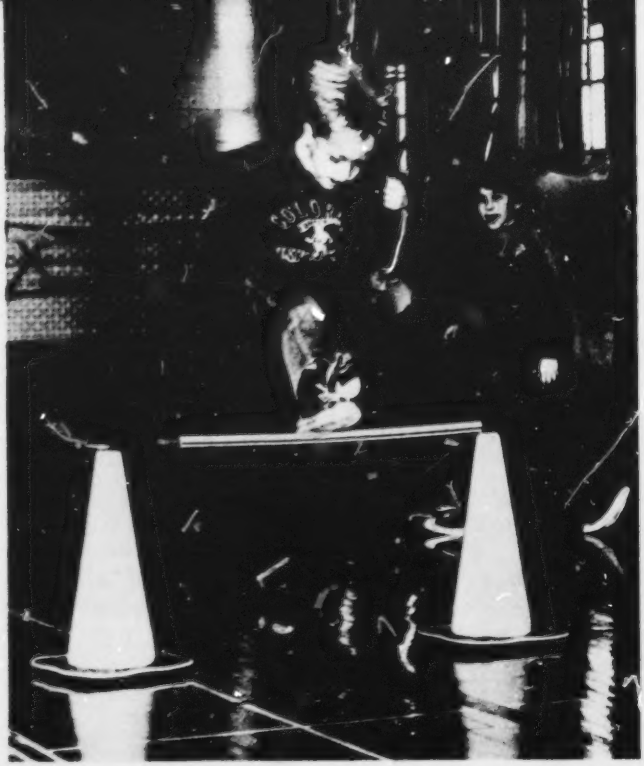
Discover: a. Different ways to jump on one foot, two feet.
b. How to land softly.
c. Own limitations as to jumping for height and distance.

Further Challenges

1. Discover five basic jumps — one foot to two, two to two, two to one, and one to one (leap and hop).
2. Jump in different directions.
3. Jump with a twist.
4. Jump along different pathways.
5. Jump in place, from a run.

Select/Repeat: Children need to become familiar with a wide range of jumping and landing situations. All of the above should be encouraged.

Sequences: a. Different combinations of hop, step, jump
b. Combinations of different kinds of jumps
c. Combinations of walk-run-jump-land-roll, etc.



Applications

1. Jump in and out of a hoop or bicycle tire held at different heights by a partner.
2. Using a jump rope, make shapes, laying the rope on the floor. Learn different ways to jump in and out or over. Join with a partner and make bigger shapes with the ropes.
3. Jump the widening creek. Use chalk/tape lines or two ropes.
4. Make hurdles out of milk carton or cardboard cartons with a wand, cane or broomstick. Wand need not be level.
5. Jump down from tables, chairs or solid wooden boxes.
6. Run and jump off a sloping plank or bench, using a mat for landing. Encourage children to land and roll.
7. Standing Broad Jump — Jump into a mat or sand pit.
8. Participate in jump rope activities, using single and double ropes.

Note to teacher: Use plenty of equipment for jumping activities so that all children are active and not lining up waiting for a turn. Different stations could be used.

C. MOVING ON HANDS AND FEET

Explore: Different ways of moving on hands and feet.

Discover: Possibilities and limitations of moving on hands and feet.

Further Challenges

1. Move face down and face up.
2. Keeping hands in one place, move feet around or in different places in a circle.
3. Keeping feet fixed in one place, move hands around in a circle or in different places.
4. Move with feet and hands staying close together or far apart.
5. Make a bridge shape — make the bridge high, wide, long, twisted. Now try these shapes when you are moving.
6. Move from feet to hands and back to feet in various ways.
7. Support weight on hands, move one or both feet into air, bring feet down softly in the same place — in a different place.
8. Move on three supports, two supports.

Select: a. Different ways of moving on four supports.
b. Different ways of moving with weight alternating.
c. Different ways of moving between hands and feet.

Repeat: Repeat selected ways. Children need to develop strength and confidence when moving on hands and feet. Desirable to move or intersperse with other activities.

Sequence: Develop sequences or combinations using different ways of moving on hands and feet.

Applications

1. **Beginning Tumbling** — Travel, moving the body weight from feet to hands and back to feet with body curled and then stretched. Try simple ways of getting over a rope, bench or lines on the floor where hands support the weight and feet are moved through the air.
Move hand-hand-foot-foot (beginning cartwheels). Curled, then stretched. Move from position on four supports into a roll.

2. **Move a Ball.** Use different parts of the body to move a ball while on hands and feet. (Try crab soccer — played facing upwards and ball moved with feet.)

3. Move different ways on hands and feet, but keep feet together (think of other limitations). This will provide a wide variety of movements.

4. Move on apparatus on hands and feet (ladder, climbing frames, planks, benches, etc.).

D. MOVING ON OTHER BODY PARTS

Explore: Different ways of moving, supporting the body weight on different parts.

Discover: Possibilities of moving on different body parts.

Further Challenges

1. Move on named parts — stomach, back, etc.
2. Move on a certain number of parts.
3. Move by sliding on different body parts, with the hands and/or feet providing the push or pull.
4. Spin around on different body parts — body curled up — body stretched out.

Select/Repeat: Different ways of moving on different body parts.

Sequences: Combine two or more ways of moving; for example, combine a way of moving on the feet with a way of moving on hands and feet; add a way of moving on some other body part. Make the activities blend together smoothly.

Applications

1. **Rolling** — Try different kinds of rolls: forwards, backwards, sideways, stretched out, curled up, smooth, tight rolls, fast and slow rolls.
2. **Crawling and Creeping** — Move under chairs, through automobile tires, under wands, etc.
3. **Using Gym Scooters** — Set various parts of body support weight on a scooter. Push is provided by hands and/or feet.
4. **Tug-of-War** — With a partner find some ways to pull each other — on feet, hands, other parts. Pull with feet, hands, etc.
5. **Apparatus** — Move along a bench on different body parts.

E. MOVING MOSTLY IN PLACE

Explore: Ways to balance on different parts of the body (a) on named parts, (b) on a certain number of parts.

Discover: a. Possibilities of balancing on different body parts
b. Difference between being stable and being in balance.

Further Challenges

Balance on any small parts of the body — make different body shapes while balancing. Find a different part to balance on.

Select/Practice: Different kinds of balance. This will develop confidence.

Sequences: Join together a series of balances on 1-2-3-4 body parts. Combine a balance and a roll, roll-balance, balance-roll-balance.

Applications

1. Do balance activities on the floor.
2. Balance on apparatus — in place and moving.
3. Balance in different ways on a shape made by your partner.
4. Build on balance skills in tumbling. Run — jump — roll — balance and other combinations.
5. Balance a piece of equipment. Find different parts of the body on which to balance a wand, beanbag, ball, etc. Try sitting down and standing up while balancing object. Try moving with object in balance on different body parts.
6. **Balance Beam** — Find different ways to move across a balance beam on feet, hands and feet. Move across in different directions, speeds. Try crossing the beam and stepping over a wand or milk carton, stepping through a hoop, bouncing a ball, balancing an eraser on the head, etc.

F. CURLING AND STRETCHING

Explore: Ways to curl and stretch using different starting positions.

Discover: Possibilities and limitations of curling and stretching the body.

Further Challenges

1. Curl and stretch at different speeds.
2. Curl and stretch with different body parts leading in initiating the stretch.
3. Use the idea of relationships, placing certain body parts near to and far from each other, e.g., place nose near knees, place hands far away from the feet, etc.

Select/Repeat: Responses that obtain a full range of trunk movement and flexibility.

Sequence: Combine two or more curls and stretches in a sequence showing different starting positions, speeds and directions. Link movements together smoothly.

Applications

1. Curl and stretch while moving on the floor and on apparatus.
2. Roll and balance (in a stretched position).

G. ROCKING

Explore: Some ways to rock on different parts of the body.

Discover: Possibilities of rocking on different body parts.

Further Challenges

1. Rock when body is stretched out, curled up.
2. Rock into a roll.
3. Rock and hold extreme position, roll back a different way.

Select/Repeat: A variety of ways of rocking.

Sequences: Combine various ways of rocking on different body parts — link rolling to rolling.

H. HANGING

Explore: Various ways to hang on apparatus.

Discover: Different parts of the body from which to hang on different kinds of apparatus. Climbing rope.

Further Challenges

1. Hang and swing on climbing ropes — using one rope, two ropes.
2. Swing when upside down on ropes.
3. With bent arm, hang on chinning bar.

Select/Repeat: Different ways to hang.

Applications

1. Use apparatus at different heights to encourage hanging and swinging.
2. Cross a ladder or bar hanging with hands.
3. Climb ropes without using feet.

I. TWISTING

Explore: Different ways of twisting the body.

Discover: Possibilities of using the body for twisting.

Further Challenges

1. Twist top half of body while lower part is fixed.
2. Twist using different body supports.
3. Twist with body straight, with body bent.

Select/Repeat: Twists that involve the whole body and ensure a full range of movement.

Sequences: Join together curls, stretches and twists.

Unit II. Moving A Ball

Note to teacher: Although the title of this unit implies that most of the proposed program will involve balls, children should be provided opportunities for work with balls of all sizes as well as quoits, beanbags and other manipulative objects.

A. MOVING A BALL

Explore: Different ways of moving a ball (keeping ball close) in a space where you can stay in place.

Discover: Ways to move ball with different parts of the body.

Further Challenges

1. Emphasize different body parts being used. Try one hand, two hands, no hands or feet. Move the ball using different parts of the feet. As you move the ball, keep yourself and the ball away from other people.
2. Find different parts of the body to use to keep the ball in the air.
3. Move, keeping the ball always on the ground.
4. See also Sample Lesson #2, page 21.

Select/Repeat: a. Different ways of moving a ball, particularly bouncing and catching.
b. Activities involving the feet, to move the ball
c. Ways in which children enjoy moving the ball
d. Areas where children need more practice. (Allow plenty of time for this since children need a great deal of practice in working with balls.)

Sequence: Combine different ways of moving the ball to build a sequence. Bouncing at different levels, on different body supports.
Join together different ways of moving the ball using different parts of the body.

Applications

1. **Self-testing** — How many times can you throw and catch (upwards)? How many times can you bounce and catch (a) at waist height, (b) at head height?
2. Repeat #1 using balls of different sizes.
3. Practice throwing and catching beanbags, deck tennis rings, footballs.
4. Try beginning soccer skills, moving the ball with feet only. Change speed and direction, stopping-starting.
5. Try beginning basketball skills, bouncing the ball at different speeds and in various directions, stopping and starting.

B. SENDING BALL TO WALL

Explore: Different ways of sending the ball to a wall and receiving the rebound. (A clear wall is necessary.)

Discover: Different ways to send the ball against a wall and retrieve (catch) the rebound.

Further Challenges

1. Roll the ball against the wall using one hand, two hands.
2. Kick the ball against the wall using different parts of the feet. Control the ball with feet on return.
3. Throw ball at wall, let it bounce, then catch it.
4. Bounce ball onto floor, to the wall, then catch it.
(Vary the distance from the wall, throw underhand, overhand, at different levels, speeds.)
5. Throw at targets (painted or chalked on walls, boxes, pins, hoops, etc.).
6. Shoot (kick at targets/goals for soccer).
7. Shoot (throw at basketball hoops).

Select/Repeat: Children again need many opportunities to practice many of the above skills.

Sequences: Put together some seqences of running, bouncing and throwing or shooting at targets.

Applications

1. Make up a way of scoring points using targets to aim at. Targets can be on the wall or open boxes, hoops, etc. Use balls, beanbags, quoits.
2. With a partner, throw/roll and catch using the wall.

C. PASSING BALL TO PARTNER WHILE STATIONARY

Explore: Various ways of passing the ball to a partner (both standing still).

Discover: Different ways to pass a ball to a partner using hands and/or feet.

Note to teacher: It would be advisible to introduce some ideas on catching at this stage. See later section on catching.

Further Challenges

1. Pass the ball while on different body supports (sitting, kneeling, standing, etc.). Use hands or feet.
2. Pass the ball at different levels.
3. Use a bounce to pass it.
4. Vary the distance apart.
5. Use different kinds of balls.

Select/Repeat: Different ways to throw, pass or catch, using hands and feet.

Applications

1. **Self-testing** — How many passes/bounces can you make to your partner without dropping the ball?
2. Pass the ball to a partner and after each successful pass or catch, gradually move farther apart. Does the kind of throw have to change?
3. One partner makes "windows" or openings with arms or legs for the other partner to throw through (paper or fleece balls).
4. **Circle Passing Games** (five or six children in a circle) — Pass across or around circle, or pass to a player in the center.
5. **Duck on the Rock** (five or six children in a group) — Children try to knock a beanbag (duck) off a milk carton (rock), throwing one at a time. When the duck is knocked off the rock, the thrower tries to retrieve his bean bag before a guard (defending the duck) can replace the duck and tag him. If the guard tags the thrower, they exchange places.
6. Groups of three or four stand behind a line, one at a time, bowling or throwing balls or beanbags at pins or milk cartons to see how many times the targets can be knocked over in a certain time.

7. **Clean Up Your Backyard or Keep the Basket Full.** Class attempts to keep a box full by throwing or placing balls or beanbags in the box faster than teacher or child who tries to keep it empty.

D. THROWING OR KICKING BALL OR BEANBAG AT MOVING TARGET

Explore: Different ways to throw or kick at a moving target using a ball/beanbag.

Discover: Different ways to throw or hit a moving target.

Further Challenges: Vary distance from target (vertical or horizontal targets). Targets can be hoops fixed or held by partners, large moving ball, suspended target on rope, etc. Target can move horizontally or vertically and toward or away from thrower.

Select/Repeat: Different ways to throw at moving targets. Plenty of practice time is needed.

Applications

1. Throw fleece balls or beanbags through swinging hoops hanging from the ceiling.
2. Try to roll a ball through a rolling hoop.
3. Try to hit a ball rolled by a partner.
4. Class in two groups try to drive or knock a cage or other large ball from center of gym through opponent's half to reach end wall using tennis or other small play balls.
5. **Running Circle Catch** — Circles of five or six players walk or run around center player. Ball is passed or bounced back and forth from center player to circle runners. Change direction and rotate players into center spot.
6. **Hit the Road Runner** — Teacher or child rolls a large ball down a 10 or 15-foot wide alley made by a line of children facing a wall. Children try to hit the ball as it goes by.
7. Encourage children to invent games involving a moving target.

E. CATCHING A BALL

Explore: Different ways to catch a ball.

Discover: Various ways of catching a ball.

Further Challenges

1. "How softly can you catch?"
2. "What is the secret of catching softly?"
3. Catch at different levels. Jump to catch.

Notes to teacher

Stress: Hands moving out to meet ball.
Moving hands with ball on catching.
Fingers pointing down for low balls.
Fingers pointing up for high balls.
Keeping eyes on ball.

Use light, soft balls at first (fleece, yarn, paper, balloons, Nerf balls, etc.) Remember that a rolling ball is easiest to stop or catch, a bouncing ball is harder and a ball in the air is hardest.

Repeat: Much practice necessary for successful, confident catching.

Applications

1. Bounce a ball high — move under to catch it.
2. Bounce a ball against a wall so it does not return straight to thrower — move to catch, field or stop it.
3. Roll, throw, or kick to partner who has to move to catch it — move sideways, forwards or backwards.
4. Use an implement (scoop) to catch.
5. Most throwing practices can involve catching.
6. **Circle Keep Away** — In circles of six to eight players the ball is passed across or around circle while the center player tries to intercept or catch the ball. The ball can be bounced or passed below head high.

F. PASSING BALL TO PARTNER WHILE MOVING

Explore: Different ways to pass ball to partner when one person or both are moving.

Discover: Possibilities of passing ball to partner.

Further Challenges

1. Have the thrower moving and the receiver stationary.
2. Have the thrower and the receiver moving — side by side or weaving around.
3. Vary distance apart when passing.
4. Vary moving speed.
5. Vary levels at which ball is thrown or passed.
6. Repeat, using groups of three people.

Select/Repeat: Different ways of passing to a partner in place and on the move.

Sequences: Combine ways of bouncing the ball and passing with shooting at target or basket. Repeat using feet only.

Applications

1. Invent a game involving passing and using groups of three, four or more children.
2. Develop team passing (keep away) using groups of three — two players keep ball away from third player.
Groups of four, two players against two
Groups of five, two players against three
Groups of six, three players against three.
Team which makes greatest number of passes in a certain time, wins. (Colored pinnies will be useful to identify teams.)
3. **Self-testing** — How many passes can you make to a partner in a certain time?
4. Combine all the skills developed above into simple, small side team passing games.
Example: Two teams with five players on a team attempt to pass and/or dribble the ball to hit a target (cone or pin) set up in a six-foot radius circle. Pin may be guarded — no other players allowed in circle.
Variations: Target could be a hoop or high jump standard. Simple rules. Children can be encouraged to develop or find out rules by having them ask questions. Typically, these might be:
"Can you run with the ball?"
"What happens if the ball goes out-of-bounds?"
"How does game continue after a point is scored?"
"How does game start?"

This often shows the need for rules in a much better way than the teacher initially giving a long list of rules.

G. VOLLYING BALL TO PARTNER

Explore: Varied ways to hit a ball back to a partner using the hand.

Discover: Possibilities of striking a ball with the hand.

a. facing the oncoming ball.
b. standing sideways to the oncoming ball.

Further Challenges

1. Use the non-dominant hand.
2. Use the back of the hand.
3. Use alternate hands.
4. Have partners keep a rally going and vary distance apart. Improvise a low net to hit over.
5. Make partner move to return ball.
6. Try returning the ball before it bounces (volley).

Applications

1. **Four Square** — Four players stand in the four quarters of a large square which are numbered 1,2,3 and 4. The ball is served by #1 and hit underhand into another quarter of the square. Ball can only bounce once in each quarter. A player can return the ball to any quarter. Players rotate toward #1 quarter.
2. **Ground Handball** — Two teams of five to six players try to advance a ball by passing to score between two cones or chairs six feet apart at each end of the court. Ball must stay on the ground. Players can only use one hand at once to play ball, goalkeeper may use both hands. Shooting semi-circle in front of each goal is desirable.
3. Encourage children to use paddle bats, badminton rackets and develop racket type games with net at waist height and at chin height. Set up court boundaries and use simple rules.

H. KEEPING BALL IN AIR

Explore: Different ways to keep a ball up in the air.

Discover: Various parts of the body that can keep the ball up in the air.

Further Challenges

1. Use the palm of the hand and other body parts (foot, knee, head, etc.) to keep ball up.
2. Use balloons, beach balls or Nerf balls to start with.
3. Play over an improved or regular net at about a foot or so above average head height. Return low balls with hands clasped and using forearms.
4. Sit down and pass a ball to a partner by vollying it rather than catching.

Applications

1. Play in groups of two, four or six, keeping the ball up and over a net.
2. Develop rules of a volleyball type game.
3. Find some ways to serve a ball to begin a game. Allow up to three passes before ball is returned.
4. Invent games with a partner using ball and other apparatus, such as:
   a. a ball and a hoop
   b. a ball and several milk cartons
   c. a ball and a wall
   d. a ball and a jump rope
   e. beanbags and cardboard cartons of different sizes
   f. beanbags and a piece of chalk.

Sample Lesson #1
Different Ways To Move on the Feet

PROCESS	TEACHER'S CHALLENGE	POSSIBLE RESPONSE BY CHILDREN	TEACHER'S TASK
Explore **Discover**	"Show me different ways to move on your feet."	Run, walk, slide, hop. Walk on heels, toes, etc.	Observe various responses. Encourage children to use all available space to avoid collisions with each other. Make verbal comments to individual children ("Good job." "That's a good idea." "Look how Susan's moving.") Make general comments of praise and encouragement.
To this point, children have been encouraged to explore the problem fully. Now the teacher's role is to help them refine and repeat movements selected.			
Select	"Let's all try John's way of doing it." "Whose movement shall we try doing?" "Practice the way you like best."	Practice selected movement.	Observe and give individual help when needed.
Further Challenges	"Have you tried moving in different directions?" (change direction) "What happens if you try to go faster?" (change speed) "Try to go straight (or zigzag)." (vary pathway)	Explore new ideas.	If children are limited in developing their ideas, suggest additional movement possibilities by using the movement components listed on pages 4-6. Observe, comment, share.
Repeat	"Repeat the movement ideas you like best."	Repeat two or three selected ideas: consolidate and learn movements.	Observe.
Sequences	"Can you join together two different ways of moving on your feet?" "Can you make your sequence different by changing speed or direction?"	Run, hop and skip. Walk, run and gallop. Walk and run while moving backwards.	Make comments of praise and encouragement. Give individual help where needed. Suggest that part of the sequence shows a fast or slow.
Application*	"Join with a partner. Teach your partner your sequence and you try your partner's movement." "Make up a game with your partner that uses the movements you've been working on. Make up rules as you need to."		Encourage lightness of movement. Could develop chasing or tag game.

*See "Application," page 3. For games using the concept of moving on feet, see pages 4-6.

Sample Lesson #2
Different Ways To Move a Ball

PROCESS	TEACHER'S CHALLENGE	POSSIBLE RESPONSE BY CHILDREN	TEACHER'S TASK
Explore **Discover**	Find a space on the floor and find different ways to move the ball. Keep it close to y. ur space.	Dribble ball with hands, roll ball around feet, throw ball in air and catch, throw ball. Same as above; children share ideas and try each other's ideas.	Observe various ideas; remind children to keep ball close to them and their eyes on the ball. Make verbal comments of praise and encouragement; interact with individual students.
To this point, children have been encouraged to explore the problem fully. Now the teacher's role is to help them refine and repeat movements selected.			
Select	Practice the way you like best. or Join a partner. Try each other's way of moving a ball. or What way shall we practice moving the ball?	Practice selected movements.	Observe and give individual help when needed.
Further Challenges	Sit on the floor. Move the ball around your body, then around different parts of your body — your head, trunk, waist, leg. How fast can you move the ball? How quickly can you change the direction in which you are moving the ball? Can you move the ball around your body while you are at different levels and supporting your body on different body parts? Try using different body parts to move the ball.	Respond to new challenges and ideas.	If children are limited in developing their ideas, suggest additional movement possibilities by using the movement components listed on pages 12-19. Observe; comment on activities.
Repeat	Repeat the activities you like best.	Repeat two or three selected ideas; consolidate and learn movements.	Observe and give individual guidance as needed.
Sequences	Combine two ways of moving the ball. Make a sequence and repeat it.	Practice two or more skills.	Give ideas of possible ball activities which could be linked together (e.g., dribble with hands and throw to wall, rebound and continue dribbling).
Application	Make up a game with your partner using a ball. Try and use some of the things you learned to do with the ball. You could use obstacles to roll or dribble the ball around, targets to kick or throw at. **Self-testing:** How many times can you pass the ball to your partner without missing the ball?	As children develop ideas, share them with the rest of the class. All may wish to try them.	Encourage smooth linking of movements.

Frequently Asked Questions about Teaching Basic Movement

Where do I start?

If your children have had no previous experience with this approach, it is suggested that you begin with Unit I "Moving in Space," page 4. For classes that have experienced primarily team games and competitive activities, you might prefer to begin with "Challenges and Applications" in the ball handling activities section, page 21.

How long do I spend on one concept?

Your children's reactions will be the best way to determine this. If after you have given all "further challenges," children begin to lose interest, approach another concept. It might be possible to spend five to six lessons on one concept.

Can I repeat concepts and/or specific activities?

By all means — this is highly desirable. Repetition at intervals appears to help learning. Many of the concepts could be revisited periodically.

Should I divide my class into squads?

An informal teaching style does not require children to be organized into squads. When activities call for partners or small group work in a non-competitive situation, children should be encouraged to form their own groups.

Do I work on just one concept in each lesson?

Not necessarily. A lesson might include work on aspects of moving in space, ball activities, and perhaps even some dance. Some activities are extremely tiring (e.g, jumping, working with weight on hands).

I've always taught in a direct authoritarian manner, How do I move toward a problem-solving style?

Become a question asker instead of a question answerer. Study the examples on page 20-21 and review the problem-solving format on page 3. Be patient in allowing time for children to develop their responses. Be open-mind-

ed — try not to have preconceived ideas of how children might respond. Train yourself to observe children's responses as a basis for formulating further challenges.

What is appropriate attire for the children?

Bare feet are desirable; tennis shoes are acceptable; stocking feet are extremely dangerous. Clothes should permit free movement. If your situation permits, T-shirts and shorts would be ideal.

How can the children hear me when they are making too much noise?

Children need to learn to listen when they move and must learn to work quietly. Screaming and shouting should be discouraged. Some noise is inevitable, but a quiet atmosphere should exist.

How can I get out and put away all of the equipment you suggest be used in this program?

In the early stage of the program, train the children to assist in taking out and putting away all equipment so they can be almost totally responsible for this phase of the program.

The children have many movement ideas, but seem to have little control or skillful execution. What should I do?

Observe carefully, give suggestions to help the children work toward refining the skills in question. Often, it will be an advantage to be fairly direct, especially if the children are working on specific skills. At other times, you might pose additional problems to help the children explore more fully.

Equipment to Explore Movement

BALLS

Commercial Items

Playground balls (6", 8½", 10", 13")
Cage balls (24", 36")
Beach balls (12", 12")
Tennis balls
*Sponge or Nerf balls (various sizes)
*Balloons (any size)
*Fleece balls
*Whiffle balls

Homemade Items

*Yarn Balls

Materials — 1 70-yard skein of yarn (need not be new)
1 piece of cardboard 4 — 5" wide and 10" long
Dental floss or heavy string

Directions — Wrap yarn 25 times around width of cardboard (Figure 1). Carefully slip yarn off cardboard and tie in middle with heavy string or dental floss. Continue making those bundles until all yarn is used. (One skein makes approximately 14 bundles.) Take two looped bundles and tie together with several wraps of string (Figure 2). Repeat until all looped bundles are tied together. Continue adding double-looped bundles to those previously tied together until all bundles are securely joined together (Figure 3). Cut all looped ends, fluff, and trim all into rounded shape (Figure 4).

Figure 1

Figure 2

Figure 3

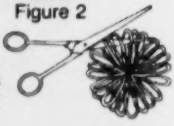


Figure 4

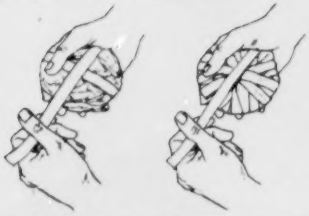
(Courtesy of *Every Child a Winner*, Erwin County Schools, Oscilla, Georgia.)

**Items marked with an asterisk are especially well adapted to limited space areas.*

***NEWSPAPER BALLS**

Materials — Newspaper
Masking tape

Directions — Crumple newspaper into tight ball and compress to desired size. Wrap tape in crisscross manner to form ball.



(From *Inexpensive Equipment for Games, Play, and Physical Activity,* Charles B. Corbin, 1972. Wm. C. Brown Co., Dubuque, Iowa.)

***STOCKING BALLS**

Materials — Old sock or stocking
Newspaper or cloth for stuffing
Needle and thread

Directions — Stuff crumpled newspaper, nylon, cloth or another sock into toe of stocking. Fold top of stocking over itself until entire stocking is in a ball shape. Stitch securely.

***RACKETS — BATS**

Commercial Items
Table tennis paddles
Paddle tennis rackets
Plastic or whiffle bats

Homemade Items

Nylon Stocking Rackets

Materials — Coat hanger
Old nylon stocking
tape

Directions — Bend hanger into diamond or round shape (Figure 1). Straighten hanger hook. Push end of hanger into toe of stocking (Figure 2). Stretch stocking as tightly as possible. Wrap remaining part of stocking around straightened hook to form handle. Complete by wrapping tape around entire handle (Figure 3).

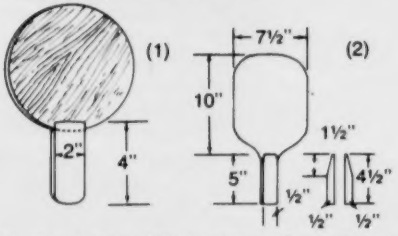
Figure 1 Figure 2 Figure 3

(From *Inexpensive Equipment for Games, Play, and Physical Activity,* Charles B. Corbin, 1972. Wm. C. Brown Co., Dubuque, Iowa.)

PLYWOOD RACKETS

Materials — ¼" plywood
Glue

Directions — Cut plywood to desired shape and size. (Can use table tennis paddle for pattern if desired.) Cut handles and glue.



(Courtesy of *Every Child a Winner,* Erwin County Schools, Ocilla, Georgia.)

(Reprinted by permission from *Essential Movement Experiences for Pre-school and Primary Children,* Victor P. Dauer, 1972. Burgess Publishing Co., Minneapolis.)

MARKERS

Commercial Items

Traffic cones (Highway markers)
Indian Clubs

Homemade Items

***Milk Cartons**

Materials — Milk cartons (quart or ½ gallon)
Scissors

Directions — Use as is or cut tops off, as in illustration.

***Plastic Bottles**

Materials — Liquid soap containers or gallon plastic bottles

Glue
Sand, stones or other "weighting" material

Directions — Put sand or other material in bottle. (An inch of material will provide ample weight.) Glue cap on.

Bowling Pins

Materials — Discarded bowling pins obtained from local bowling alley.

Directions — Use as are

SMALL APPARATUS

Commercial Items
*Hoops
*Beanbags
*Quoits (deck tennis rings)
*Jump ropes
*Wands
*Magic rope

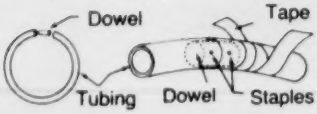
Homemade Items

***Hoops**

Materials — ½" or ¾" plastic plumbing pipe
Dowel rods (sized to fit internal diameter of tube or special pipe connectors, available at hardware store)
Staples
Tape (electrical or plastic)

Directions — Cut pipe to desired size of hoop
30" hoop size — 95" pipe length
36" hoop size — 113" pipe length
42" hoop size — 132" pipe length

Cut dowel rod into 2½" pieces and insert into plastic tubing at both ends. Staple both ends of tubing to dowel rods. Wrap with tape.



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***Beanbags**

Materials — Heavy cloth (e.g., corduroy, denim)
Dry beans, peas, corn or birdseed

Directions — Cut into 2 pieces of desired size and shape. (5½" square is common.) Put wrong sides of material together and double machine stitch around the four sides leaving a 1 to 1¼" opening for filling. Turn inside out and fill. (½ cup for small bags is adequate.) Use sewing machine to sew opening of bag.

(Courtesy of *Every Child a Winner*, Erwin County Schools, Ocilla, Georgia.)

***Jump Ropes**

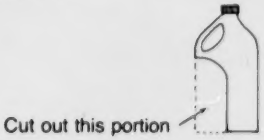
Materials — ⅜" rope or 1616 sash cord tape (plastic or adhesive)

Directions — Measure desired length of rope and mark. (7' = Grades K-2; 8' = Grades 3-6; 9' = adult) Tape 1" on either side of mark where rope is to be cut. Cut rope between the taped areas to prevent raveling and fraying of the rope.

***Bleach Bottle Scoop**

Materials — Gallon plastic bottles
Scissors

Directions — Fill bottle with hot water to make more pliable and easier to cut. Empty and cut as shown below.



(Reprinted by permission from *Essential Movement Experiences for Pre-school and Primary Children*, Victor P. Dauer, 1972. Burgess Publishing Co., Minneapolis.)

***Wands**

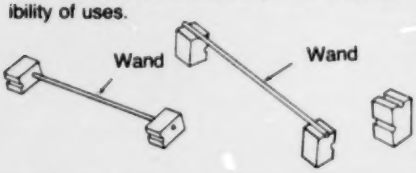
Materials — Broom or mop handles or 5/8" or 3/4" dowel rods

Directions — Cut to desired length (30" — 42") Sand ends. Ends can be dipped in paint to color code for different length.

***Wooden Blocks**

Materials — 4" x 4" timber

Directions — Cut wood into various lengths (6", 12", 18"). Can be notched to allow wands to be held securely. Also, drilling holes (through which wands can be inserted) adds to the flexibility of uses.

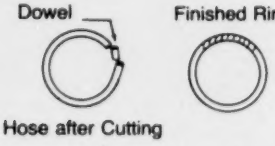


(Reprinted by permission from *Essential Movement Experiences for Pre-school and Primary Children*, Victor P. Dauer, 1972. Burgess Publishing Co., Minneapolis.)

***Quoits or Deck Tennis Rings**

Materials — ½" garden hose or plastic plumbing pipe
Dowel rod (sized to fit internal diameter tube)
Staples and tape

Directions — Cut tubing to desired size of ring (12" — 18"). Insert 2½" piece of dowel rod into both ends of tube. Staple both ends of tubing to dowel rods and wrap with tape.



(Reprinted by permission from *Essential Movement Experiences for Pre-school and Primary Children*, Victor P. Dauer, 1972. Burgess Publishing Co., Minneapolis.)

***Elastic Stretch Ropes**

Materials — ¼" elastic cord, "shock cord," or ⅜" — ¾" elastic tape

Directions — Cut in desired lengths.

(Reprinted by permission from *Essential Movement Experiences for Pre-school and Primary Children*, Victor P. Dauer, 1972. Burgess Publishing Co., Minneapolis.)

LARGE APPARATUS

Commercial Items

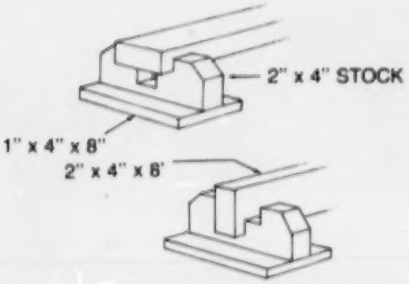
*Balance beam
Agility ramp
Vaulting box
Lind climber
Climbing ropes
Any gymnastic apparatus

Homemade Items

***Balance Beam**

Materials — 2" x 4" timber

Directions — Cut timber to 8' length. (Larger beams are alright, but require an additional support in the middle.) Sand and finish. The stands are illustrated below.



(Reprinted by permission from *Essential Movement Experiences for Pre-school and Primary Children*, Victor P. Dauer, 1972. Burgess Publishing Co., Minneapolis.)

Jumping Box

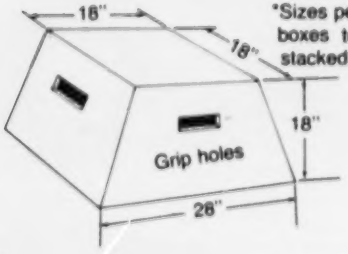
Materials — ⅜" to ½" plywood

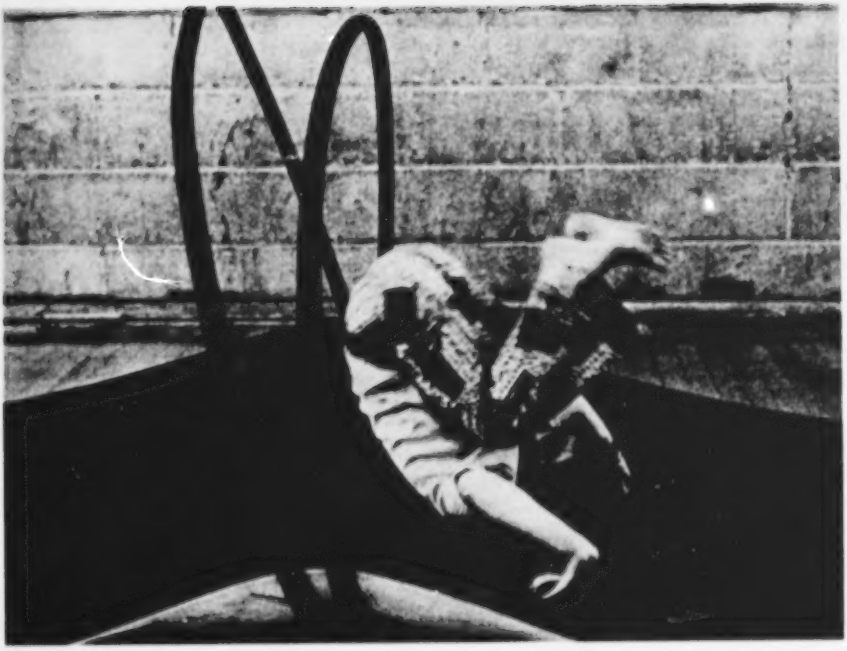
Directions — See illustrations. Reinforce all corners with brackets. Sand all corners; paint or varnish.

Pyramid Jumping Boxes

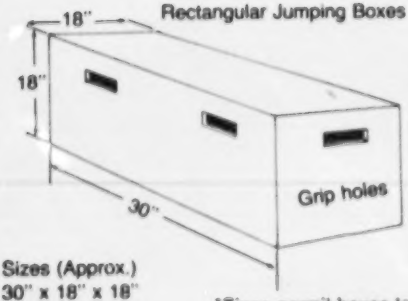
Sizes (Approx.)
28" x 18" x 18"
32" x 20" x 20"
36" x 24" x 24"

*Sizes permit boxes to be stacked.





Rectangular Jumping Boxes



Sizes (Approx.)
30" x 18" x 18"
32" x 20" x 20"
34" x 24" x 24"

*Sizes permit boxes to be stacked for storage

(From *Physical Education for Elementary School Children*, Glenn Kirchner, 1974. Wm. C. Brown Co., Dubuque, Iowa.)

Newspaper Stack

Materials — Newspapers
Strong nylon string

Directions — Fold newspapers in half and stack evenly to 8" height. Tie newspapers in both directions. Tie crossing strings to prevent slipping.

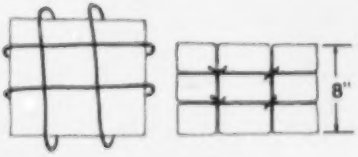


Figure 1 Figure 2

(Courtesy of *Every Child a Winner*, Erwin County Schools, Ocilla, Georgia.)

Resource Materials

Definitions of Movement Education

Movement Education — A Unit of Total Program

When movement education is used as implying a unit of the total program, it usually refers to a unit or series of small units presented in the primary grades. It seems in these instances to carry with it the implications that *the remainder of the program does not follow those beliefs encompassed in the generally accepted meaning of the term* . . . . In many of the texts it is only too apparent that these beliefs are *not* supported in much of the remainder of the program. Movement education as a unit also appears to imply a problem-solving methodology and a particular content center around Laban's concepts concerning body awareness, spatial awareness, the movement qualities of time, force, space, and flow, and also relationships.

Within this type of unit structure the terms basic movement, basic movement education, and movement exploration seem to be used synonymously with movement education, allowing for slight variations of interpretation between authors, and therefore, seem to adopt the same general characteristics or definitions.

Reprinted from "Movement Education: What Does It Mean?" by Patricia Tanner and Kate Barrett, *Journal of Physical Education and Recreation*, April 1975, pp. 19-20.

Movement Education — Synonymous with Physical Education

Apparently, because some physical educators were concerned about the dichotomy of beliefs which seems to exist in the total physical education program when movement education is used only as a unit area of content, a view of movement education as being synonymous with physical education emerged. This interpretation implies that *the beliefs embodied in the philosophy of movement education must necessarily be accepted as the tenets of the total program.*

Terms such as movement exploration, problem solving, and guided discovery are still used within the framework. Here, however, they are used essentially in reference to particular teaching methodologies and not content areas.

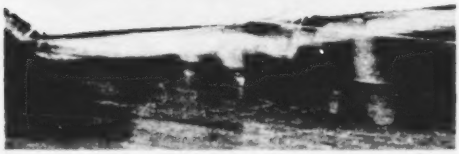
It is interesting to note that in this context the term movement exploration assumes an interpretation that relates *solely* to methodology — a definition or interpretation more closely allied to the literal translation of the word exploration.

These methodologies are all consistent with the beliefs inherent in the philosophy of movement education and would be evident throughout the entire physical education program. . . . .

Movement Education — The Development of Total Human Movement Potential

An interesting view of movement education that currently seems to be evolving is one that goes far beyond the bounds of programs, schools, and other educationally oriented institutions. This evolving interpretation becomes involved with the development of increasing awareness of the total scope of movement behavior and of all movement related experiences. This is the all-inclusive view of both the art and science of human movement. This view maintains a recognition of not only the anatomical, physiological, kinesiological (including mechanical), and psychosocial factors underlying human movement but also the aesthetic aspects. It is the free association (not bound by cultural ties or experiences) of movement-related concepts such as space-time-force-flow and shape-line-form-design in all functional, communicative, and expressive human endeavors.

This interpretation of movement education would indicate an ultimate valuing of movement in all its forms — both animate and inanimate — its forms of theory and practice, process and product, reality and abstraction. This interpretation would view movement as an essential integrating process in the development of human potential, operating not only throughout a total physical education program but throughout one's total life span.



Annotated Books and Films

Books

Annotated Bibliography on Movement Education, Theresa Rizzitiello, ed. Washington, DC: AAHPER, 1977.

A reference book of selected major publications that deal with both the theories and practices of movement education. Designed for the students of human movement and beginning specialist as well as for the experienced practitioner and classroom teacher.

Basic Movement Education for Children, Bonnie Gilliom.
Reading, MA: Addison-Wesley, 1970.

Delineates the values of adding basic movement education to physical education curricula. Contains a concise discussion of how a program in basic movement education for students of any age may be developed, and very detailed, well-tested teaching units in basic movement education to be used in any three consecutive grades in the elementary school.

Children's Dance, Gladys Andrews Fleming, ed.
Washington, DC: AAHPER, 1973.

A book designed to show how dance can be used in the classroom in lively, innovative ways. Appropriate for the classroom teacher as well as the specialist in dance and physical activities. Covers such topics as dance as an expression of feelings, folk and ethnic contributions, dancing for boys, and composing dance.

Creative Dance in the First Three Grades, Joyce Boorman.
New York: D. McKay Co., 1969.

A practical book written to assist teachers in the initial stages of teaching dance and to introduce ways of providing learning experiences in keeping with the desires, interests and needs of young children. The text tells "what" and "how" creative dance can be taught to these first three grades. The chapters contain sample lesson plans, ways in which time and energy are developed in

body action, stimuli, sound, and detailed drawings and photographs of the movements described.

Creative Dance in the Primary School, Joan Russell.
London: MacDonald & Evans, 1965.

Practical suggestions for presenting Laban's approach to modern dance to the young child. Provides examples of exercises found suitable for age groups 5 to 11 years, introduces Laban vocabulary, floor plans and movement diagrams, and discusses dance in relation to the other arts and its importance as a creative and physical activity.

Creative Rhythmic Movement: Boys and Girls Dancing, Gladys Andrews Fleming.
Englewood Cliffs, NJ: Prentice-Hall, 1976.

Prepared for those seeking more effective ways of working with boys and girls in creative areas. Offers ways of initiating a program in creative rhythmic movement, how to start a program of dance with children, and ideas for planning a developmetal program K-6.

Dance in Elementary Education, Ruth Murray.
Revised ed. New York: Harper & Row, 1975.

Designed to help the elementary school teacher instruct children in how to use their bodies in functional and expressive movement. Provides an orientation for teachers and suggestions on approaching the teaching of dance. Presents a variety of experiences in dance movement. Discusses locomotor and nonlocomotor skills of dance movement and how to combine them into dance steps. Focuses on rhythm in dance and helps lead the student into the art of making dances. Offers aids to dance teaching: suggested standards for certain dance skills, problems the teacher will face and performances to expect, and resources for music and films. Includes appendix of selected readings.

Echoes of Influence for Elementary School Physical Education, Marie Riley.
Washington, DC: AAHPER, 1977.

Brings together some of the best that has been written and said about physical education in the elementary school since 1970. Includes selected papers and articles identifying and exploring contemporary issues, research findings, and differing points of view about many topics — from both practical and philosophical points of view.

Education Through the Games Experience, Michael J. Hardisty.
Bellingham, WA: Educational Designs and Consultants, 1972.

An individualized approach to teaching games to the 5 — 13 year age group, designed for physical education specialists and classroom teachers involved

in teaching physical education. Examines activity-centered lessons where problem solving is used as a teaching technique.

Essentials of a Quality Elementary School Physical Education Program. Washington, DC: AAHPER, n.d.

A position statement covering teacher preparation, instructional program, evaluation, time allotment, class size, teaching load, dress, equipment and facilities, and school-related programs.

Every Child A Winner: With Improvised Physical Education Equipment, Project HOPE.
Ocilla, GA: Irwin County Board of Education, 1973.

Describes physical education equipment constructed for Project HOPE (Health and Optimum Physical Education), a physical education and health service model for rural schools. Gives suggestion for obtaining and constructing inexpensive equipment within small, medium and larger budget limitations.

Foundations and Practices in Perceptual-Motor Learning: A Quest for Understanding.
Washington, DC: AAHPER, 1971.

A multidisciplinary examination of major conceptual viewpoints of perceptual-

motor behavior and teaching methods. Includes descriptions of action programs, tests, resource materials and a professional preparation survey.

How To Change the Games Children Play, Gordon S. Morris.
Minneapolis: Burgess, 1976.

Explains how to use the author's games analysis model to analyze game components and to design, change and adapt games for more personalized learning. Includes suggestions for games using specific motor skills and examples of games developed with the author's model.

Inexpensive Physical Education Equipment for Children, Peter H. Werner and Richard A. Simmons.
Minneapolis: Burgess, 1976.

Introduces ideas for the acquisition and construction of inexpensive equipment and provides ideas for activities which are practical for use with preschool and elementary school children, including handicapped students. Discusses equipment especially suitable for gymnasiums and environmental playgrounds.

Introduction to Movement Education, Glenn Kirchner et al.
Dubuque, IA: Wm. C. Brown, Co., 1970.

Presents "a first step toward an understanding and application of the concepts, methods, and analyses of movement education." Provides basic information, themes to be developed over a year's time with some detailed lesson plans, instructional aids and human resources, and information regarding apparatus, equipment and supplies.

Movement Education: A New Direction in Elementary School Physical Education.
Washington, DC: American Association of Elementary, Kindergarten, and Nursery Education in cooperation with AAHPER, 1969.

Describes movement education — its content, method and value as an approach to physical education. Well illustrated and supplemented with resource lists of film, book and equipment companies.

Physical Education: A Movement Orientation, Sheila Stanley.
Toronto: McGraw-Hill of Canada, 1969.

A complete text describing how to utilize movement education in a total physical education program; analyzes the movement elements in games, dance and gymnastics; provides illustrated examples of instruction in games, gymnastics and dance; and includes a list of apparatus and bibliography.

Physical Education for Children's Healthful Living.
Washington, DC: Association of Childhood Education International, 1968.

A compilation of 10 articles on the role of physical education in child

development, child needs. good programs, movement as a way of learning, safety, environment and trends. Includes an annotated bibliography and film list. Published in consultation with AAHPER.

Professional Preparation of the Elementary School Physical Education Teacher.
Washington, DC: AAHPER, 1969.

Guidelines for the college department preparing elementary school physical education teachers. Includes policy statements on student personnel and faculty; concepts, competencies, and experiences to be incorporated into curriculum plan; implementation.

Ready? Set. . .Go!, Bette J. Logsdon and Kate Barrett.
Bloomington, IN: National Instructional Television Center, 1969.

Contains illustrated exercises to be performed in conjunction with the Ready? Set. . .Go! television course. The manual was designed to assist the classroom teacher responsible for physical education instruction in preparing the lessons for television, to outline the television instruction, and as a follow-up for material based on this television experience. The lessons afford children an opportunity to respond actively to material designed to develop meaningful insights, attitudes and skilled movement.

The Significance of the Young Child's Motor Development.
Washington, DC: National Association for the Education of Young Children, 1971.

A publication resulting from the Early Childhood Conference cosponsored by AAHPER and the National Association for the Education of Young Children in February 1971. Contains principal addresses on such topics as the young child today, the significance of motor development, observing children, and the meaning of movement for young children. Well illustrated.

Films

Basic Movement. Movement Awareness. Manipulative Skills. Functional Fitness.
1969. (Super 8mm, technicolor, si., loop film cartridges). Sale $24.95 each; No rentals. Available Champions on Film, 745 State Circle, Ann Arbor, MI 48104.

A series of 24 loop films, each three to four minutes long, depicting K-2 children in action, developed by a committee of AAHPER consultants. Ideas and activities can easily be adapted downward for pre-primary age. Designed to show children and teachers a wide variety of activities and equipment with an entire class participating at one time. Problem-solving approach is used in all films. Descriptive note accompanies each cartridge. Authors — Hayes Kruger, Pat Tanner and Carolyn Rasmus.

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Every Child A Winner.
1974. (16mm, color, sd., 13½ min.) Sale $150; Rental $15. Available NEA Sound Studios, 1201 16th Street, NW, Washington, DC 20036. Make checks payable to AAHPER.

A film about the values of movement exploration for every child — moving, learning, accomplishment. A case-history review, filmed on-site at Project Health and Optimum Physical Education in Ocilla, Georgia. One of the two physical education projects to receive the coveted national "Educational Pacesetter Award." Photographed and produced by Charles Holbrook.

Free To Move.
1971. (16mm, color, sd., 35 min.). Sale, about $150. Available Southern Film Productions, Brockenhurst Film Studios, Brockenhurst Hampshire, SO 47 Rd., England.

A British film depicting movement education tasks. It integrates movement into art, language and creative dramatics.

Movement Education.
1968. (16mm, color, sd., 6 films, 25-40 mins. each). Sale $200 each; Rental $25. Available Audio-Visual Center, Simon Frazer University, Burnaby 2, British Columbia, Canada.

Six excellent films for K-6. Titles are: (1) *Introduction to Movement Education;* (2) *Teaching Direction and Level;* (3) *Teaching Awareness of Body Movements;* (4) *Teaching Qualities of Body Movement;* (5) *Ideas for Theme Development;* (6) *Use of Small Apparatus.* An instructional manual is included. Authors — Aileene Warrell, Jean Cunningham and Glen Kirchner.

Movement Exploration.
1967. (16mm, color, sd., 20 min.) Sale $185; Rental. Available Documentary Films, 3217 Trout Gulch Road, Aptos, CA 95003.

A film designed for K-6 teachers depicting a wide range of activities such as locomotor skills, ball handling, hoops, jump ropes, apparatus, and improvised equipment. Emphasis is on involvement of each child for maximum participation, with a problem-solving approach. Authors — Layne Hackett and Robert Jensen.

Movement Exploration Applied to Soccer.
1970. (16mm, sd., 30 min.). Available Quinn Laboratories, Ltd., or write Glenn Kirchner, Simon Fraser University, Burnaby 2, British Columbia, Canada.

A film showing how movement exploration can be used to teach specific sport skills. It begins with a professional team playing soccer. The teacher is shown presenting problems to a beginning group of children who work on them in small groups. When a certain degree of skill has been attained, they play a modified game, and later play the official game.

Outdoor Play, A Motivating Force For Learning.
(16mm, color sd., 17 min.). Sale $200; Rental $200. Available Campus Film Distributors Corp., 20 East 46th Street, New York, NY 10017.

The film, focusing on ages 3 to 5, highlights the children's exploration of space, experimentation with balance, development of muscular coordination and body awareness. Also illustrated are developmetal differences, self-determined activities and goals, social interaction and the role of the teacher as well as the use of improvised materials. These factors and their relation to learning are the focus of the film. Authors — Mary Moffitt, Lucille Lindberg and Rita Swedlow.

Ready? Set, Go!
1969. Sale. Available National Instructional Television Center, Box A, Bloomington, IN 47401.

Two instructional television series on movement education for K-2 for closed circuit use in large school systems. Authors — Logsdon, Barrett, Young.

For further information, contact:

Local City Supervisor of Physical Education
Local College Physical Education Department
State Director of Health, Physical Education and Recreation
Elementary Consultant, AAHPER.